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ABSTRACT

This manual provides information needed by students taking independent study courses (special problems) in agricultural education, business education, home economics education, industrial education, or health occupations education as part of the Vocational Education Studies Program at Southern Illinois University at Carbondale. The first part of the manual explains the requirements of the course and how it is conducted. Included are sections on course objectives, the general process of the course, the contracting process (in which students contract to do a certain number of projects for a certain number of credits), the research process, the reporting process, documentation, and evaluation. The second part of the manual consists of four appendixes that provide materials for use in the course. Appendix A contains 32 professional projects, such as attending meetings, interviewing persons, reading and analysis, and material development. The other three appendixes provide sample contracts, sample reports, and sample student activity logs. Blank versions of these documents also are included. (KC)

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VES 398

SPECIAL PROBLEMS

PROFESSIONAL PROJECTS VERSION

STUDENT MANUAL

Department of Vocational Education Studies
College of Education
Southern Illinois University at Carbondale
November 1982

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VES 398 - SPECIAL PROBLEMS

Catalog description:

> VES 398 (1 to 3 credits) Special Problems. Independent study for qualified students. (a) Agricultural education. (b) Business education. (c) Home economics education. (d) Industrial education. (e) Health occupations education. Prerequisite: consent of instructor.

Every student who is enrolled in a bachelor's degree program is required to take a series of courses which were selected or developed to fulfill specific learning experiences. Required courses assure the various publics that graduates possess a solid foundation for entering their chosen professions.

However, each student is different. Each has a different background, aptitudes, interests, goals, and needs than others enrolled in a program. Therefore, each student also has different learning requirements than others and should have the opportunity to meet those needs by enrolling in courses which will supplement the required courses.

This course is designed to provide you the opportunity to design supplemental learning experiences to round out your program. This manual provides professional projects to facilitate that process.

VES 398 is an independent study course. That is, while your instructor will act in a consultative (and evaluative) capacity during the course, you are expected to take the initiative and be accountable for selecting and carrying out each assignment.

The objectives of this course, therefore, are to help you:

1. Identify areas of interest and need which are beyond the scope of the required courses.
2. Plan specific learning activities which will satisfy those needs.
3. Conduct your learning activities in an efficient and meaningful manner.
4. Summarize your experiences, new knowledge, and insights in a formal written format.
5. Receive feedback about the quality and sufficiency of your activities.

The General Process:

During this term you will attend meetings, interview people, read documents, and/or develop plans or procedures to learn more about those elements of post-secondary vocational-technical education which occur outside of the classroom.

You should begin by deciding which of the experiences described in this manual will benefit you most. Then, in consultation with your SIU instructor, develop a program for completing the projects.

Begin working on the projects as soon as possible. You will be working on various phases of several projects at the same time. When you have gathered the necessary information, write a short report using the format described herein.

Bring the report(s) to the SIU office as soon as you finish. Give a short oral report to allow your instructor to ask questions and to supplement what you have written.

The Contracting Process:

Over thirty different professional projects are described in Appendix A. You should begin by deciding which of them will be most meaningful to you. As you examine them, you may also think of additional projects not listed which would provide important learning experiences. It is important that you determine as quickly as possible what you are interested in doing, since you must prepare a written contract for the amount and type of projects you will do to earn the credits for which you are registered.

Make a list of the projects you plan to undertake during the term, either ones from the suggested list or areas you develop yourself. Schedule a meeting with your instructor so you can discuss your plans. Although your instructor will act in a consultative (and evaluative) capacity during this course, you are expected to take the initiative and be accountable for selecting and carrying out each assignment.

After you and your instructor have agreed on the types and numbers of projects you will undertake, you should enter them on the contract form.

Several sample contracts are shown in Appendix B. These contracts illustrate how the forms should be prepared. Note that they should be typed but that the instructor's comments will be handwritten. The contract form, Independent Study Variable Credit Contract consists of two pages. Your instructor will keep the original and you will keep the copy. A blank contract is provided in this manual for your use.

You may earn one to three credits in a single term. The number and type of projects and reports you undertake will determine how many credits you will earn. As a rule of thumb, you should plan to earn one credit for every two meetings or interviews and one or more credits for in-depth readings or for developing new materials.

The Research Process:

Before beginning, you should develop some way to organize your materials for each project. Using a folder for each project will help you keep track of the notes you take, the materials you gather and write, and the report you will submit.

You should begin several projects at one time. Some can be completed in a single day. Others, such as attending meetings, may require you to wait for several months before the meeting is convened. If you attempt to complete one before beginning the next, you will not be able to finish the agreed-upon projects on time.

You may wish to work alone or with other students. Your instructor may suggest that you work with others on some projects, such as interviews of busy people. If you attempt to interview someone who has just finished being interviewed several times before by other students, you will probably be turned down.

Plan each project before beginning it. For example, if you attempt an interview without well-thought-out questions, you are apt to ask only superficial ones. Then, when it is time to prepare your report, you will think of the many good questions you should have asked (and so will your instructor when reading the report). As you plan, use the directions and questions in the descriptions of the projects as a guide for developing your questions.

Take a lot of notes. You can always discard those you don't need, but it may be impossible to go back to get more information later.

The Reporting Process:

After gathering information and materials or developing plans or processes, you should draft the report. Use the sample reports shown in Appendix C as a guide. When you are satisfied your report reflects your findings and is written correctly, complete the report using the following procedures:

1. Name and date. Put your name, signature, and date on the first page.

2. Description of the project. Enter the title of the project as shown in the appendix, or use your own title if you are reporting a project which was not described herein. Also, enter a short description of your specific activity.

3. Procedures used to gather information. Who you interviewed, what you read, what actions you took, where you went to gather information, and so forth.

4. Report of the findings. This portion is where you report your findings. Any attachments or enclosed supporting materials should be referred to in this portion.

5. Summary or conclusions. This is where you report your insights and/or opinions. Do not report new information here, but only tell what the information you reported in the previous section meant to you.

The report should be typed. A single paragraph for each of the four portions of the report may be enough but, if necessary, continue any part of the report until it is completed. The two sample reports in Appendix C illustrate how you should proceed. You are always better off over-reporting than under-reporting.

After completing the written report, make an appointment with your instructor. You should give a short oral report when you turn in your written report. The oral report should not be more than five minutes long and should supplement the written report rather than repeat it. The purpose of the oral report is to allow your instructor to ask questions about what you found out, how you went about it, and whether or not the activity was really beneficial for you. (You may be asked to redo a part of the project if your instructor feels that you didn't learn as much about the subject as expected.)

The Documentation Process:

There are three parts to documentation for independent study courses in the Department of Vocational Education Studies. First, there is a need to make a written contract which describes the work to be done and which is agreed to by the student and the instructor. Second, written reports are handed in for criticism and grading. Third, an activities log is kept.

The activities log describes everything the student does. It includes every interaction between the student and the instructor and all time spent on project activities. A sample log is shown in Appendix D. You should maintain a log of activities in this course and submit it to your instructor as evidence of your effort at the end of the term. Blank log sheets are included in the back of this manual.

The Evaluation Process:

You will receive a letter grade for each report. Your grade will reflect the quality and quantity of the work you did.

Report grades will be based on two factors--the quality of your research or development efforts and the quality of your written reports. Since your oral reports will be unstructured and are primarily intended to allow your instructor to find out how well you learned (over and above what you said in the short report), it will not be a component of the evaluation process.

The final grade will also be made up of two factors--the average grades of your reports and the total amount of effort you expended. Put another way, four projects, described in your log as requiring considerable effort, are worth more than four reports of quick and simplistic activities. It will be a judgement call by your instructor--average work earns an average grade while excellent effort earns a better grade.

Only one copy of each report need be submitted. Your instructor will make a photocopy of your report after it is evaluated and graded. The photocopy will be retained in the SIU office file and the original will be given to you.

Your reports will be evaluated and graded within a week and will be placed in a designated out-box for you to pick up at your convenience.

The completed, signed and dated activities log should be submitted along with the last report you submit. It is required for your final grade for the course.

APPENDICES

Appendix A - Project Descriptions

Thirty-two professional projects are included in this manual: 7 involve attending meetings; 16 involve the interviewing of individuals; 6 require the reading and analysis of documents; and, 3 are development projects.

Appendix B - Sample Contracts

Two sample contracts illustrate how to prepare the Independent Study Variable Credit Contract forms for this course. The samples also include reference to a concurrent VES 490 Readings course.

Appendix C - Sample Reports

Two sample reports, contracted for in the sample contracts in Appendix B, illustrate the required format and how you might expect your report to be evaluated.

Appendix D - Sample Activities Log Entries

Illustrations of how to record your time and activities in the activities log.

Appendix A

Project Descriptions

The following activities require that you attend meetings:

1. In-Service Training. Many institutions require that the faculty attend in-service training programs in order to improve their professional skills. Attend a meeting. Report on the goals of the program, the process of the meeting, the attitudes of the participants, the involvement of the participants, and the outcome. Find out from the leaders of the meeting how they decide what is to be included in a meeting, who is to attend, and so forth. If the meeting was/was not successful, determine why.

2. Professional Meeting. Attend a state or national professional meeting for vocational educators. Identify the issues which are discussed and the outcome(s) of the meetings. Meet the people who organized the meeting and report their views about the goals and the success of the meeting. Evaluate the meeting in terms of the long- and short-range goals of the sponsoring organization, the policies of the government agencies which interact with the organization, the interests of those attending, and then identify any unexpected outcomes. Determine who comes to the meeting and why they come. What unplanned events or issues were dealt with?

3. Staff Meeting. Faculty and staff attend scheduled meetings either to satisfy their supervisors or because they want to. Attend a faculty or staff meeting at a post-secondary institution. Log the procedures, the contributions of the individuals and power groups and the inputs of the minority or uninvolved members. Determine whether the meeting did what was intended. How did the participants see it? How did the people who ran the meeting see it? Compare their views and determine whether the meeting could have been more productive.

4. Advisory Council Meeting. Vocational education institutions, programs, and courses should have input from the people who hire the graduates. Attend a meeting. Determine what the purpose of the meeting was and whether the purpose was accomplished. Who attends the meetings and why? Record the minutes of the meeting to keep track of who contributes the most and the least. Determine whether the council actually has an impact on the program it is to advise. Examine and describe the documents which cause the council to exist. How much influence will the council have in the future? Does the council have any purpose other than giving advice?

5. School Board Meeting. Although school boards are concerned with elementary and secondary education, their meetings reveal much about the attitudes of influential citizens towards vocational education, funding, minorities, the primary goals of the schools, and so forth. Attend a meeting. Compare what happened with what was on the written agenda. Describe the interaction among the board members and between them and others attending the meeting. Was this meeting typical? What faction dominates? How much is done during the meeting and how much seemed to be done before the meeting? What issues required discussion and how were they resolved? If you were elected to a school board, how would you try to function?

6. Student Organizations. Special interest groups, including vocational education service areas, often form clubs in post-secondary schools. Attend a club meeting. Determine why the club exists--is it because of a requirement by a program or because the students want it? Who ran the meeting and what did the members do? Examine the literature which describes the club's function and goals. Is it part of a larger whole? How does it contribute to the wellbeing of the students, instructors, school, or profession? Would you join it if you were a student? Would you help to run it if assigned or asked to?

7. Remedial Instruction. Virtually every post-secondary institution now has a program which is intended to help disadvantaged (or other) students to improve their reading and math skills. Visit several types of classes (reading, math, etc.) and observe the activities. Determine how the instructors see the function and value of the program. Report on the types of activities, numbers and types of students involved, the goals and the successes, and the problems.

The following activities require that you interview people:

8. Corporate Training Programs. Large businesses and industries have training programs for their employees. New employees are trained to do entry-level jobs, current employees are up-graded or cross-trained, and managers are taught management skills. Interview a personnel or training director in a local corporation. Determine the extent and types of programs offered. Determine the qualifications of the instructors, the types of facilities and material support available, types of courses, goals of the corporation, and other variables which are identified by the corporation as important. Could you work in the training division? Would you?

9. Student Follow-Up. Federal law requires that secondary schools conduct follow-ups of every graduate of vocational programs. Post-secondary schools usually don't. Inquire about the efforts taken by a post-secondary school, a program director, or an individual instructor, to get feed-back about the graduates of the program. Determine the goals, the process, the instrument used, and the use made of the information. Compare the post-secondary process with the secondary school process (you may have to interview several people).

10. Public Relations. Most post-secondary institutions make special efforts to be well thought of by the public. Their public relations efforts take many forms. Determine who decides what steps should be taken, how money is used, the preferred forms and procedures, and how success is measured. How does the faculty become involved? Is the institution's self-image the same as the public's view? Who benefits from the money and effort expended? Describe a typical effort which is considered successful.

11. Employment Office. State employment offices help people to find work and employers to find workers. Interview one of the staff of the local state employment agency. Determine the purposes of the office, what types of people come to it for help, the qualifications and experience of the people who work there, and the procedures used to match people and jobs. What types of people or jobs are most often dealt with? Could the agency help you to find work in your specialty? Could you work at the agency?

12. New Programs. Post-secondary schools frequently start new vocational programs. Interview the people who were involved in a recent effort. What is the process? How does it begin--because of a decision by the administration, the state, an individual, or student pressure? How do the various levels of authority interact to get the job done? What are the goals of the school, and how do they promote or prevent new programs? How were funding, equipment, facilities, materials, instructors, etc, obtained? How did federal money affect the process?

13. Registration Day. Observe a registration day at a post-secondary school. Talk to students and school people to get the full picture. Determine what the process was, the problems encountered, the steps each student had to follow, how technology (computers) was used, and whether the process was considered successful by those involved. How could the process be improved? Analyze the forms used to schedule people into classes. What input into the class loads, sequence, etc, do the faculty have? What provisions are made for special groups such as minorities, disadvantaged, handicapped, late, broke, etc?

14. Job Application Procedures. Find out how you would apply for a teaching job at a post-secondary institution, a high school, and/or in industry. Fill out the application forms and have yourself examined to determine your relative qualifications, experience, and education. Determine whether you would be hired if available. If not, why not? (Remember, this degree program does not qualify you to meet state secondary teaching requirements.)

15. Teachers Union. Many teachers are members of unions--sometimes because of and sometimes in spite of where they work. Interview several teachers to find out why they joined the union. Examine the literature published by the union. Ask a school administrator how the union affects supervision, teaching quality, conflict between management and employees, job satisfaction, and so forth. Follow up on any issues which have been a major problem in the past and determine how the union affected the outcome.

16. Teacher Evaluation. Some schools have a regular teacher evaluation program. Ask some of the faculty who have been evaluated how they feel the program works. Is it a threat or a help? What are the roles of peers, students, administration, supervisors, and the public? Analyze the procedure in terms of validity, consistency, fairness, acceptance, results, and the purposes to which the information is put to use. How would you feel about being evaluated? Why?

17. New Student Interview. Interview several post-secondary students to see why they are in school and what their goals are. Compare the reasons given by recent graduates of high school, older women who are in school after raising a family, and other typical groups of people who are just entering post-secondary education. Develop several short case studies to describe why they are doing it, where they see their problems, how they are funding it, who is giving them advice or encouragement, how they relate to other students, problems encountered, study habits, and so forth. If you were hired by the school to be a vocational counselor, what would you do to help these people?

18. Handicapped Students. Recent federal laws require that handicapped people be provided access to learning and working environments to the same degree as the rest of the population. Determine how a post-secondary institution has responded to this requirement. Interview one of the handicapped students to get his or her point of view about the changes. What further steps would you suggest? Is it a cost-effective process? How do you feel the process is right or wrong? Interview an administrator to find out how the process of changing a facility was accomplished.

19. New Faculty Orientation. Find out how new faculty and staff adjust to a new job in post-secondary education. Identify the job and community dimensions which make it difficult to move into a new job and new community. Get copies of the policies and regulations (if any) which affect a new employee. How do the other faculty help out? What role does administration have or perform? How do new faculty feel about their welcome/acceptance to the new job. What would you suggest be done differently?

20. Proprietary School. Many schools are businesses which exist for the purpose of making money. They typically offer courses in computer science, flying, business and office, cosmetology, etc. Visit one of the schools and talk to an administrator and a teacher. Determine the organization, types of courses and programs available, how courses are paid for, who enters the school, what success the graduates have in getting jobs, types and qualifications of the faculty, cost of programs, etc. If the school exists, it must be successful. Find out why. Would you prefer to work in a proprietary school or a public school? Why?

21. Union Training. Many trades are represented by unions. Many of the unions have apprenticeship programs which conduct and organize the entering members' training. Some unions have agreements with post-secondary schools. Interview several union members who were involved in apprenticeship programs, preferably as instructors. How is it conducted? Who does the instruction? Who selects the students and how are they selected? Is there a better way to do it? What effect do public education programs have on union programs? How do students feel about union training programs?

22. Admissions and Records. Since you began taking courses in post-secondary schools, you have accumulated a set of records in each school you attended. The records describe what courses you took and how well you did in them. Your students' records will also reflect the same information about the course you teach. Visit an A & R office to determine how the process works. Ask about the functions of the office, how the activities change during the school year, how grades are handled, how readiness for graduation is handled, and so forth. Determine how the regulations and rules are established and how exceptions to them are made. How, When, and Why would the individual instructor interact with the A & R office?

23. Guidance Program. The success of an educational program is often directly related to the guidance program in a school. Examine a guidance program by interviewing a counselor, students, and instructors. Determine the purposes of student records, career guidance procedures, discipline, testing, job placement, career counseling, follow-up, etc. What are the qualifications of the people? Is the program useful, practical, efficient, respected? How do individual instructors interact with the program?

The following activities require that you read documents and publications:

24. Materials and Facilities. Vocational programs require large spaces and expensive materials, equipment and supplies. Identify the facilities, equipment, ancillary services, and supplies that are necessary to support an instructional program in your specialty. Then, determine the administrative procedures that are used to obtain them. How are new requirements handled as opposed to old requirements? How are the different needs funded? Who authorizes expenditures for different types of needs?

25. Organizational Chart. Chart the administrative structure of an educational institution you might work for. Determine the chain of command, line and staff functions, and how the people who make up the organization relate to one another. What documents state the authority and responsibility of each job? Then, compare the formal organization with the informal organization. (The last portion may require that you interview a knowledgeable staff member.)

26. School Philosophies. Most post-secondary institutions publish catalogs which state the philosophies of the schools. Compare the goals or philosophies of several schools. Then, compare the programs with the philosophies to determine whether the schools actually do what they claim is important. If possible, include junior colleges, community colleges, technical schools, universities and proprietary schools in the comparison. A second approach is to compare the catalogs of a number of schools of the same type (i.e., community colleges).

27. Avocational Courses. Many people take courses for enjoyment rather than to prepare for a vocation. For example, the skills learned in art and music are more often used for personal pleasure than to make a living. Many students attend courses in typical vocational education programs for personal pleasure, too. Conduct an analysis of the types of courses in an institution, categorizing the courses as primarily vocational and avocational and try to determine what percentage of students are taking the courses for those reasons. You may have to interview a few people to verify their reasons after you have gathered the initial data. What type of course will you teach when you do your teaching internship? What sort of students do you expect?

28. Faculty Regulations. Most post-secondary institutions publish a faculty handbook (and many high-schools also do). The handbooks typically outline both administrative and academic requirements. Examine a faculty handbook and determine the regulatory controls which affect the faculty members. What effect do these controls have on program delivery, academic freedom, instructor authority over students, administration authority over instructors, relations with the public, and so forth. Would you feel comfortable working in an institution that uses the handbook you reviewed? How much regulation is too much or too little?

29. State Advisory Council. Every state has an Advisory Council on Vocational Education (SACVE) whose purpose it is to evaluate the quality of the State's vocational education programs and make recommendations to improve them. Each year the council compares the state plan with the actual progress of vocational education. Examine a recent state plan and the SACVE annual evaluation report which preceded it. Compare the goals and achievement statements. Would these documents be useful to citizens or teachers?

The next activities require that you develop something new:

30. Planning a Field Trip. Field trips can be crashing failures or enormous successes, depending on the purposes for which they are used and the amount of planning that went into them. Assume that you have decided to take your students on a field trip in order to have them see how the people who work in certain types of organizations use the skills the students are learning--in other words, to motivate the students. Outline the procedures you would take to promote, coordinate, and conduct a field trip. Use an actual business or industry in your plan. Do everything necessary up to the point of actually getting into the car. (You might want to read a chapter on field trips before beginning.)

31. Publicity. Select a course that you feel should be added to a program (or a program you feel should be added to a school's catalog). Assuming that it has already been approved by the administration but has not been offered before, develop the necessary publicity plan so that it will have a full enrollment when it begins. Write a script for a radio spot. Write a short article for the local newspaper. Develop a handout to be given to students in the school. Write a short description to be used by a TV news program.

32. Course Resources. Thousands of articles, books, handouts, models, slide series, recordings, films, etc. are available for courses in your specialty. The publishing industry produces and advertises them, but most instructors don't make note of where the resources are available when they see the ads. For this activity, you are to make up a resource list for the course you will teach in your teaching internship. Make a list of all the books, articles, visual aids, films, and so forth, which are available from publishers, curriculum centers, and other sources. Your best sources are text book bibliographies, references, publishers' catalogs, equipment catalogs, film catalogs, etc. Look for the catalogs in libraries and from other instructors or curriculum centers and resource centers. Your list should include the type of resource, the content or subject, the cost, the length or number of pages, and the source.

Appendix B

Sample Contracts-1

Department of Vocational Education Studies
Southern Illinois University at Carbondale

INDEPENDENT STUDY
VARIABLE CREDIT CONTRACT

Student Bill Bangor SSN 321-17-1982 Cycle XI

Course VES 490 and VES 398 Semester/Year Spring 1983

I agree to conduct, to the best of my abilities, independent studies/research as described below. Further, these activities shall be in accord with my professional needs and interests, and advice and counsel of my instructor, and the policies and practices of the Department of Vocational Studies and the College of Education. I shall maintain a log of activities associated with my study.

Activities and projects to be completed	Review dates	Instructor comments
VES 490 - 2 credits		
ERIC document review - 1/2 credit (radiology curriculum)	10 February	B+ - pretty good job - needs a rewrite to clean up typos - etc.
ERIC document review - 1/2 credit (facilities planning)	20 February	(A) Good report.
Book report - 1 credit (facilities planning)	10 March	(A) excellent - you appear to really understand what to do - fine report.
VES 398 - 3 credits		
Project #24 - 1 credit - Materials and Facilities	24 March	
Project #32 - 2 credits - Course Resources	15 April	A+ - very thorough & comprehensive
(The purpose of this independent study is to learn how to develop a radiology technology program.)		Superior - Over 60 different sets of curriculum materials - you set the standard!

Credit Hours Contracted for 490-2 398-3 Planned Completion Date 24 April 1983

Student's Signature Bill Bangor Date 16 January 1983

Approved by Instructor Kent Oaks Date 1-16-83

Instructor's Comments Excellent job - it was totally integrated into your practice teaching assignment. Final Grade A

White copy—Instructor Pink copy—Student

Appendix B

Sample Contracts-2

Department of Vocational Education Studies
Southern Illinois University at Carbondale

INDEPENDENT STUDY
VARIABLE CREDIT CONTRACT

Student Gregory Grotton SSN 678 90 1234 Cycle XIV

Course VES 398 and VES 490 Semester/Year Spring 1983

I agree to conduct, to the best of my abilities, independent studies/research as described below. Further, these activities shall be in accord with my professional needs and interests, and advice and counsel of my instructor, and the policies and practices of the Department of Vocational Studies and the College of Education. I shall maintain a log of activities associated with my study.

Activities and projects to be completed	Review dates	Instructor comments
VES 398 - 2 credits		
Project #13 - Registration Day (.5 credit)	10 January	C-
Project #2 - Professional Meeting (.5 credit)	March	B- still a good idea
Project #9 - Student Follow-up (.5 credit)	15 March	C+ Still need to work on planning your project - you can't report what you don't do.
Project #17 - New Student Interview (.5 credit)	30 January	B slightly better - maybe more student
VES 490 - 3 credits		
Article review - (Placement and follow-up)(.5 cr)	20 January	B
Article review - (placement and follow-up)(.5 cr)	30 January	A- OK - need to work on writing
Article review - (adult learners)(.5 credit)	15 February	B
Article review - (registration)(.5 credit)	25 February	B
Article review - (admissions)(.5 credit)	10 March	B
Article review - (remedial education)(.5 credit)	1 April	B

Credit Hours Contracted for 398-2 490-3 Planned Completion Date 24 April 1983

Student's Signature Gregory Grotton Date 11 Jan 83

Approved by Instructor Theodore Wong Date 1-15-83

Instructor's Comments Greg learned a lot but needs to work on planning each project before undertaking it. Nice job, overall Final Grade B

White copy—Instructor Pink copy—Student

Appendix C

Sample Reports-1

A NICE JOB!

VES 398 - Special Problems Project Report

Name: Bill Bangor Bill Bangor Date: March 24, 1983

Description of the Activity: Project #24. Materials and Facilities

Identification of the facilities, equipment, ancillary services and costs that are necessary to support a Radiology Technology program.

Procedures Used to Gather Information:

I used the initial purchase orders from the Reaganville Community College for its Radiologic Technology Energized Lab, the GE catalog of Radiographic Accessories, the salary schedule of RCC instructors, Landauer Film Badge Service Price Lists, the blueprints of RCC's Energized Lab, price list from Mosby Books, RCC's Rad. Tech. budget for 1982; I interviewed Mrs. B. Valentino, who is the Rad, Tech, coordinator at RCC and Mr. Harry Mahoney, a General Electric Sales Representative.

Analysis of the Information:

A Radiological Technology program requires:

1. Facilities which must include a room large enough and strong enough to house an x-ray table, overhead tube, control booth, a 6' x 8' dark room, 20 students' desks, one instructor's desk and chair, a bank of x-ray view boxes, and a stretcher, comfortably and safely. The room must also have special electrical wiring and plumbing. Office space for the full-time instructors should be near the lab.
2. Equipment - all of the equipment with their costs are provided as additional pages to this report.
3. Ancillary Services - film badges are required by State regulations; repair services for the x-ray machine and film processor; and, printing, supplies, audio visual and student workers.
4. Instructor Salaries - required for one full-time instructor and two part-time instructors. Reference books are included in this category also.

(see attached pages)

Summary or Conclusions:

A considerable amount of time and effort is required to plan for (justify, budget, etc.) an Energized Lab program. The total cost of such a program in 1982 would be $123,104. This is extremely costly and many community colleges would be reluctant to undertake such an expensive program. If the college can withstand the initial outlay, the program should pay for itself by the hours generated. In this state, only four such programs are offered. Consequently, students are enrolled in the program at the Reaganville Community College from all over the state.

(1)

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EQUIPMENT

		Unit Price	Amount
1.	General Electric Generator, 300 MA, 150 KV, 1/120th second radiographic timer (Solid state); Control, High tension power supply to energize two x-ray tubes, optimum phase angle contacting x-ray table, G.E. Imperial 90/15 x-ray tavle, deluxe automatic spot film device, lead fluoro apron, 8:1 ratio 80 line fluoro grid compression cone, square programmed servo shutters, compression device, foot rest, bucky slot safety radiation shield, wuper speed bucky, 12:1 ratio 80 line grid, hand grips. X-ray tube stand- G.E. overhead tube conveyor, longitudinal rails, transverse carriage, trunnion for mounting of x-ray tube. X-ray collimato. - G.E. Sentinal collimating device, automatic collimator with bucky sensing tray 150 KBP rating. X-ray tubes and cables - Eureka Diamond 150-16 x-ray tube, radiographic use. 1.0 - 2.0mm. Focal spot, x-ray tube blower. Eureka Diamond 150-16 x-ray tube, flouroscopic use. 1.0-2.0mm. Focal spot, x-ray tube blower. High voltage cables of appropriate lengths.	$55.000.	$55,000.
2.	Fluoroline Illuminator, 4 panel	330.	330.
3.	Mobile Stand for four panel illuminator	200.	200.
4.	Recorder shelf	19.	19.
5.	Drawer	14.	14.
6.	Sandbag compression set	34.	34.
7.	Four door lead lined regular cassette pass box.	400.	400.
8.	Wall flange for cassette pass box	15.	15.
9.	G.E. Vertical cassette holder	110.	110.
10.	6" x10" Half film blocker	7.	7.
11.	5" x 12" Half film blocker	7.	7.
12.	5 1/2 x 14" Half film blocker	8.	8.
13.	Bench top 5'-0" long	155.	155.
14.	Film storage bin	135.	135.
15.	Base for film bin	125.	125.
16.	Bench Cabinet with shelves	120.	120.
17.	Limit switch	10.	10.
18.	Bench cassette storage	130.	130.
19.	8" x 10" adjustable safelight	45.	45.
20.	Ceiling safelight	63.	63.
21.	Mechanical interval timer	22.	22.
22.	G.E. identification printer	45.	45.
23.	Floating thermometer	4.	4.
24.	1/4 x 19 in. x-ray film caddy	220.	220.
25.	Angliner	25.	25.
	TOTAL	$57,143.	$57,143.

(2)

EQUIPMENT

		Unit Price	Amount
1.	Tomographic phantom	$ 550.	$ 550.
2.	14" x 17" Halsey SBR Magnesium Cassette (4)	58.	232.
3.	14" x 17" Dupont hi-speed screens blockers (4)	85.	340.
4.	11" x 14" Halsey SBR Magnesium cassette (4)	50.	50.
5.	11" x 14" Dupont hi-speed screens blockers (4)	55.	220.
6.	10" x 12" Halsey SBR Magnesium cassette (4)	50.	200.
7.	10" x 12" Dupont hi-speed screens blockers (4)	43.	172.
8.	8" x 10" Halsey SBR Magnesium cassette (4)	40.	200.
9.	8" x 10" Dupont hi-speed screens blockers (4)	30.	120.
10.	7" x 17" half film blocker	12.	12.
11.	Bar ray hand processing tank with inserts	190.	190.
12.	Biu ray radiograph duplicating printer	470.	470.
13.	4 Boxes Cronex 4 Dupont film 14" x 17"	550.	2200.
14.	4 Boxes Cronex 4 Dupont film 11" x 14"	330.	1320.
15.	4 Boxes Cronex 4 Dupont film 10" x 12"	250.	1000.
16.	4 Boxes Cronex 4 Dupont film 8" x 10"	200.	800.
17.	20 gal. Dupont RP Developer(4)	60.	240.
18.	20 gal. Dupont RP Fixer (4)	50.	200.
19.	Heath X-ray simulator with oscilloscope	1030.	1030.
20.	Kodak RP X-Omat, Model M6A-N, Automatic Processor with 30 gallon tanks. - Installed.	7900.	7900.
21.	I.V. Arm elbow & hand	115.	115.
22.	Skeleton Model	500.	500.
23.	Rollaway Skeleton Stand	80.	80.
24.	X-ray phantom skull	1000.	1000.
25.	X-ray phantom patient	4500.	4500.
	TOTAL	$18,198.	$23,641.

ANCILLARY SERVICES

1.	Landauer Film Badge Service for 1 year	355.	355.
2.	Repair service for x-ray machine & film processor	1000.	1000.
3.	Printing	175.	175.
4.	Supplies	200.	200.
5.	Audio-Visual	50.	50.
6.	Student workers	240.	240.
	TOTAL	1120.	1120.

COSTS

1. Full time coordinator/instructor	$17,000.	17,000.
2. Full time instructor	15,000.	15,000.
3. 2 part time instructors	8,900.	8,900.
4. Reference books	300.	300.
TOTAL	$41,200	$41,200.
TOTAL COST OF PROGRAM		$123,204.

(4)

Appendix C

Sample Reports-2

C

VES 398 - Special Problems Project Report

Name: Gregory Grotton Courtney Beeton Date: 10 Jan 83

Description of the Activity: Project #13. Registration Day

Observing a registration day at the Reaganville Community College

Procedures Used to Gather Information:

I interviewed Mr. Frank Gorneck, Director of Counseling; Jean Hidge and Gennie Henesch, staff members of the Registrar's Office; Mr. Lynn Breckner, Darron Dohlminer, and Barb Korden, faculty members; and five RCC students— Wendy Birch, Lee Smith, Allan Berton, Rhonda Schaffer, and Donna Litton.

Analysis of the Information:

From the information I was able to gather, a successful registration day depends on who you talk to.

1. From the administration's point of view--85 to 90 percent of classes filled.
2. From a student's point of view--to get the classes wanted with no hassle.
3. From a faculty member's point of view--to have all classes filled.
4. From a staff member's point of view--short lines, correctly filled out forms, no hassle from irate students, and the computer working well.

What does this have to do with registration?

Publicity is also important. Ads in newspapers, accurate directional signs, and accurate and polite directs from the staff are all necessary ingredients. At RCC, the registration system is now computerized and this has greatly enhanced the success of registration. The longest that a student waited was 2 hours and that was due to the weather. The students all said their wait was about 5 minutes. In previous years some students spent all day trying to register. The staff of the Registrar's Office couldn't say enough good things about the computerized system. The faculty members felt that RCC's registration system works well and that their classes were about right. The liked the drop/add system. Since registration is still in process I was unable to assess what percentages of classes offered were filled. However, 6,000 students have been registered.

Summary of the registration process:

For a new student to pre-register, he would apply to the college, fill out the application form and pay the fee. After about three days, his acceptance letter would be mailed to him along with a scheduled appointment with a counselor. At the time of the appointment, the couselor explores all of his interests and ablilties with the aid of the information the student and his records provide. They then fill out the registration form and register. He is billed later. (If the student fails to show up for the counseling appointment, another letter is sent.)

I wish you had waited to get all this info before submitting this report. There might have been some interesting insights to research after it was all over.

For a student who "just walks in off the street" with no previous college contact, the registration takes more time because the student is unprepared and many times has unrealistic expectations of what college is really like. Sometimes the classes have already been filled. Or, they must fill out the forms and the counselor must advise them on the classes that should be taken in order to complete a particular program. Therefore, the entire registration process is clumsy and subject to constraints which most students avoid.

For currently enrolled students, the process is an easy one. They typically pre-register for the classes they want while they enrolled in the previous class. According to Mr. Gorneck, about 60% of the RCC students are pre-registered.

Summary or Conclusions:

This year's registration at RCC appeared to be very successful. There were relatively few long lines, the students were able to easily follow the directional signs and the instructions of the staff. The students seemed to be well satistied as were the instructors. The administration was satistied that registration was going smoothly and they hoped that 85% of the classes would "make."

STILTED

Some other questions you would have asked are:

① How do the forms work? (analyze them)

② What input/involvement do faculty have?

③ How are "handicapped" handled?

Appendix D

Sample Activities Log Entries

INDEPENDENT STUDY ACTIVITIES LOG

Dates	Work Performed	Time Spent
1-12-83	Made up schedule and contract	2.0 hours
1-14-83	Went over schedule & contract with Dr. Able	.75 hours
1-14	Library search for curriculum materials (#32) - no luck	2. hours
2-10	Library search - copied advertisements in radiology magazines (#32).	1.5
2-11	Called RCC to arrange for tour/discussion of RTE lab (#24)	.2
2-18	Talked to Dean of Tech Ed - told her I was going through lab materials (#24)	1.6
3-7	Library search - copied ads in magazines (#32)	1.8
3-14	Wrote letters & sent for sample materials (#32)	3.5
3-16	Read records of materials purchased (#24)	2.0
3-20	Surveyed equipment in lab (#24) - Talked to instructors	1.7
3-22	Wrote report - typed & turned it in (#24)	5.1 hours
3-29	Wrote letters for materials (32)	2.5
4-4	Collated, punched & assembled materials in a 3-ring binder	3.0
4-5	Collated, punched & assembled materials	1.2
4-17	Collated, punched & assembled materials for 2nd notebook	2.8
4-18	Made index for 2 notebooks & drafted report	2.9
4-20	Typed report - Turned in to instructor - Dr. Able	3.0
	DONE	

Date Completed/Submitted: 20 April 83 | Signature: Bill Bargo

INDEPENDENT STUDY ACTIVITIES LOG

Dates	Work Performed	Time Spent

Date Completed/Submitted:	Signature:

SIU **Department of Vocational Education Studies**
Southern Illinois University at Carbondale

INDEPENDENT STUDY VARIABLE CREDIT CONTRACT

Student _____ SSN _____ Cycle _____

Course _____ Semester/Year _____

I agree to conduct, to the best of my abilities, independent studies/research as described below. Further, these activities shall be in accord with my professional needs and interests, and advice and counsel of my instructor, and the policies and practices of the Department of Vocational Studies and the College of Education. I shall maintain a log of activities associated with my study.

Activities and projects to be completed	Review dates	Instructor comments

Credit Hours Contracted for _____ Planned Completion Date _____

Student's Signature _____ Date _____

Approved by Instructor _____ Date _____

Instructor's Comments _____

_____ Final Grade _____

White copy—Instructor

Pink copy—Student